

6th Grade NSMS

Personal Health (6)

Overall Unit Goal: *Students will understand the significant role of physical activity in maintaining a high level of wellness.*

P6-1-1	Define & identify the importance of the components for physical fitness. (E.g.-Components- flexibility, muscular strength, muscular & cardiovascular endurance)
P6-1-2	Define & identify important concepts for physical fitness. (E.g.- Concepts- aerobic & anaerobic exercise, rest, stretching, warming up)
P6-1-3	Explain how being physically active benefits health. (E.g.- chronic disease prevention, stress management, build self-esteem, fun, live longer, stronger bone & muscles, better sleep, more energy, weight management)
P6-1-4	State why practicing healthy hygiene becomes increasingly more important as you get older.
P6-1-5	Define and identify examples of sportsmanship & teamwork.
P6-2-1	Locate where you can find more information about the benefits of being physically fit.
P6-3-1	Demonstrate different components & concepts of physical fitness. (E.g.- Components- flexibility, strength, muscle & cardiovascular endurance. Concepts- aerobic & anaerobic exercise, rest, stretching, warming-up)
P6-3-2	Demonstrate sportsmanship & teamwork while participating in a group. (E.g. - P.E.)
P6-3-3	Practice healthy hygiene. (E.g.- change for physical education, use deodorant, showering, washing hands)
P6-4-1	Analyze how family, friends, peers, & media (role models, advertising, celebrities) influence & affect personal health decisions. (E.g.- use of safety equipment, amount of involvement, type of activities you participate in)
P6-6-1	Analyze your current decisions for being or not being physically active and set goals to maintain or to improve your physical fitness.

Nutrition (6)

Overall Unit Goals: *Students will understand how proper nutrition contributes to positive physical health. Students will learn about what influences nutritional choices.*

N6-1-1	Explain the relationship between good nutrition, prevention of disease and personal wellness.
N6-1-2	Match & identify essential nutrients with what they do for the body.
N6-1-3	Define & identify the importance of energy balance, healthy food choices, snacks, variety and moderation, where in food pyramid specific nutrients are found, food sources for nutrients.
N6-2-1	Demonstrate the ability to access valid nutritional information. (E.g.- mypyramid.gov)
N6-4-1	Describe how family, peers and environment influence nutritional decisions. (E.g.- food choices)
N6-4-2	Analyze the validity of nutrition information.

Mental & Emotional Health (6)

Overall Unit Goal: *Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others and*

M6-1-1	Define mental and emotional health.
M6-1-2	Define positive & negative stress and identify the strategies & benefits of dealing with it.
M6-1-3	Describe how mental and emotional health status affects personal health. (E.g.- personal stress-inducing situations, self image, decision making, how to assess self)
M6-2-1	Locate mental health services or resources. (E.g.- what do these services provide, are these resources valid and how can I access them?)
M6-3-1	Demonstrate healthy ways to express needs, wants and feelings.
M6-4-1	Analyze the validity of mental and emotional health resources.
M6-4-2	Analyze the possible causes of conflict among youth in schools and communities.
M6-4-3	Describe how family, peers and community influence mental & emotional health. (E.g.- family & social expectations, peer pressure)

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M6-5-1	Demonstrate the use of effective verbal and non-verbal communication skills to enhance mental health. (E.g.- listening skills, assertiveness, "I" statements, problem solving, & communication)
M6-6-1	Develop a personal plan or strategy to deal with mental & emotional health risks. (E.g.- dealing with conflict, identifying/avoiding risks, asking for help)

Substance Use & Abuse Prevention (6)

Overall Unit Goals: *Students will understand the dangerous effects that commonly used substances could have on their body. Students will develop the skills to avoid using these substances.*

S6-1-1	Identify the dangers of tobacco and alcohol, and why people use them. (E.g.- overdose, mixing with other drugs, reaction time, addiction, withdrawal, tolerance, health consequences)
S6-1-2	Describe how to use refusal and negotiation skills to prevent substance use.
S6-1-3	Explain why adolescents choose to smoke or drink. (E.g.- peer pressure, media)
S6-3-1	Practice using refusal and negotiation skills to prevent substance use.
S6-4-1	Analyze the influence of alcohol and drugs on behavior, reason & judgment.
S6-5-1	Demonstrate the use of effective verbal and non-verbal communication skills to enhance prevention of substance use.
S6-6-1	Set goals that include healthy decisions not to use dangerous substances.

Disease Control & Prevention (6)

Overall Unit Goals: *Students will recognize factors which contribute to disease and how to prevent the transmission of communicable disease .*

D6-1-1	Describe how to prevent diseases. (E.g.- high risk behaviors leading to disease transmission & healthy hygienic practices to prevent disease transmission)
D6-2-1	Demonstrate the ability to access valid disease information.
D6-3-1	Apply disease prevention strategies to improve or maintain personal and family health. (E.g.- hand washing, sneezing & coughing into arm)
D6-4-1	Analyze how information from peers influences and affects choices about engaging in behaviors which can transmit disease. (E.g.- high risk behaviors leading to disease transmission such as sexual activities, needle sharing, etc.)
D6-6-1	Demonstrate making healthy decisions to prevent disease transmission.
D6-7-1	Positively influencing your family & friend by demonstrating and advising healthy practices to prevent disease transmission.

Family Life & Sexuality (6th)

Overall Unit Goal: *Students will develop an understanding of the emotional and physical issues related to puberty, adolescence and growing up.*

F6-1-1	Define puberty.
F6-1-2	Describe how puberty interrelates to social health. (E.g.- value of good friends, development of romantic feelings)
F6-1-3	Describe & identify physical changes that happen in both boys & girls during puberty. (E.g.- menstruation, growth spurt, hair growth, ect.)
F6-2-1	Identify professional health care providers, trusted adults, faith communities and other resources available for someone with questions about sexuality and growing up.
F6-3-1	Apply strategies to improve or maintain personal and family relationships.
F6-5-1	Demonstrate the ability to use healthy ways to express needs, wants and feelings about growing up.
F6-5-2	Be able to use the communication skills needed to build and maintain healthy, violence-free relationships with friends, family, & classmates.

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Injury Prevention (6)

Overall Unit Goal: *Students will understand how and why accidents happen and strategies*

I6-1-1	Describe different injury prevention strategies.
I6-2-1	Demonstrate the ability to use the internet as a source for valid safety information.
I6-3-1	Practice using injury prevention strategies to improve or maintain personal and family health. (E.g.- use of safety equipment- helmets, pads, reflective gear, ect.)
I6-3-2	Identify and follow safety laws and rules for home, play areas, & school
I6-3-3	Identify and demonstrate ways to avoid and reduce threatening situations.
I6-4-1	Analyze personal risk taking behaviors which could lead to injury.
I6-4-3	Analyze the influence of technology on personal and family injury prevention behaviors. (E.g.- advances in the quality of safety equipment/devices)
I6-5-1	Demonstrate the use of effective verbal and non-verbal communication skills to enhance prevention of injury. (E.g.- listening skills, assertiveness, problem solving, not using violence to express emotions or to resolve conflict.)

Community Health (6)

Overall Unit Goals: *Students will understand how their actions affect the environment and how environmental conditions affect personal, family and community health. Students will know how to access information to improve the environment.*

C6-1-1	Explain what community health is.
C6-1-2	Identify improvements in the environment that enhances personal and community health.
C6-1-3	Explain the importance of individuals, families and communities assuming responsibility for protecting and conserving the environment.
C6-2-1	Access & identify who works to keep the environment safe.
C6-2-2	Access & identify how situations involving the environment are dealt with. (E.g. - chemicals, broken glass or metal, asbestos or other potentially harmful situations)
C6-2-3	Access & identify the cost and value of recyclable/reusable products.
C6-2-4	Identify resources from home, school, and community that provide valid environmental health information. (E.g.- agencies and organizations which work to protect the environment & laws regarding toxic waste disposal, littering, community recycling programs)
C6-3-1	Practice making decisions that positively affect the environment. (E.g.- not littering, recycling, reusing materials, etc.)
C6-4-1	Analyze the influence of technology on environmental health. (E.g. -"Disposable" society, reusing/recycling products, & reduction of autos, paper because of electronics, ect.)
C6-4-2	Analyze how peoples decisions & behavior can affect the environment.
C6-5-1	Communicate environmental health information to family, friends & peers.
C6-6-1	Demonstrate making decisions that affect the environment in a positive way. (E.g.- community service, volunteer)
C6-7-1	Advocate for a healthy environment.(E.g.- home, school, community, world)